



South Carolina
Department of Education

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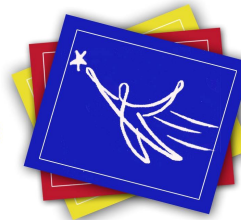
21st Century Community Learning Centers 2009 Summer Enrichment Program

Request for Proposals (RFP)

Competitive Subgrant

Authorized under Title IV, Part B of the
No Child Left Behind (NCLB) Act of 2001

Soaring
Beyond Expectations
Enhancing Quality in the 21st Century



**Deadline for Receipt of Applications
5:00 p.m., Friday, April 3, 2009**

Jim Rex
State Superintendent of Education

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PART I: General Information

A. Introduction/Background

The 21st Century Community Learning Centers program (21st CCLC) subgrants are authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the *No Child Left Behind* (NCLB) Act of 2001. Federal funds are allocated on a formula basis to the South Carolina Department of Education (SCDE) to manage and monitor the competitive subgrant program.

The federal authorizing statute and non-regulatory guidance define the purpose of the subgrant program: to establish or expand community learning centers that provide services to students who attend high-poverty and low-performing schools to help them meet state and local standards in the core content areas (such as reading, math, and science) in addition to academic enrichment opportunities along with activities designed to complement the students' regular academic program. Community learning centers must also offer literacy and related educational development to families of these students.

The 21st CCLC 2009 Summer Enrichment Program is designed to increase the extended day opportunities for students. Summer enrichment programs are a great way to provide ongoing academic enhancement, enrichment opportunities, and services for parents. Additionally, summer programs help provide a safe environment for students during traditional non-school hours or periods when school is not in session. The 21st CCLC Summer Enrichment Program will respond to the needs of the community and interests of the students while providing a learning environment that is diverse in experiences, intellectually rich, and captures the intent of 21st Century Community Learning Centers.

B. Definitions of Terms Used

A collaborative partner provides routine, regular, and on-going services to the program as outlined in a signed Memorandum of Agreement (for example, the regular use of facilities and equipment, mentors/tutors, etc.). A collaborative partner plays a critical role in sustaining the program as grant funds decrease.

A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends, or summer recess). According to section 4201(b)(1) of the program statute, a community learning center assists students in meeting state and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment. Centers also provide students with a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs) during periods when school is not in session. Community learning centers must also serve the families of participating students (e.g., through family literacy programs).

A contractual agreement must include all expenses stemming from agreements with other organizations or businesses to provide grant-funded project services. This signed document must include the name and address of the organization providing the service, what type of service will be rendered, how often the services will be provided, and how much the service will cost.

A joint applicant is at least two organizations that propose to serve students in a summer enrichment program that attend a school that receives or is eligible to receive Title I funds.

The Principles of Effectiveness are defined under Title IV, the Safe and Drug Free Schools and Communities Act (SDFSCA). The United States Department of Education requires that the Principles of Effectiveness govern recipients' use of funds. Compliance with the Principles of Effectiveness requires applicants to develop and implement programs and activities that are

- (A) based upon an assessment of objective data regarding the need for before and afterschool programs (including during summer recess periods) and activities in the schools and communities;
- (B) based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and
- (C) based upon scientifically based research that provides evidence that the program or activity will help students meet the state and local student academic achievement standards.

In addition, the program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high quality opportunities for academic enrichment. The results of such evaluations shall be used to refine, improve, and strengthen the program or activity, and to refine the performance measures and will be made available to the public upon request, with public notice of such availability provided.

Scientifically based research is research that applies rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. As defined in Title IX of the reauthorized ESEA, scientifically based research is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that

- (1) employs systematic, empirical methods that draw on observation or experiment;
- (2) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- (3) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (4) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different

- conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (5) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
 - (6) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

A single applicant is one organization that proposes to serve students in a summer enrichment program who attend a school with eligibility for free or reduced-price lunch of at least 40%. Schools must be eligible for Title I services.

A supporter provides occasional assistance such as a monthly/quarterly speaker, the use of a facility for a special occasion, etc. A supporter can provide occasional support via services or funds but is not one of the partners identified in the signed Memorandum of Agreement. A supporter may or may not play a role in sustaining the program as grant funds decrease.

Title I-eligible schools are schools that currently are classified as serving at least a 40% student population eligible for free or reduced-price lunch and currently receive or are eligible to receive Title I funds. For a current list of Title I schools, please link to http://ed.sc.gov/agency/Accountability/Federal-and-State-Accountability/old/fp/Title_I/titleI.html).

C. Eligible Applicants

Organizations that are eligible to apply for 21st CCLC 2009 Summer Enrichment funds and that may participate as either a single applicant or joint applicant include a single public school district, individual public school, private school, charter school, community-based organization, faith-based organization, and other public or private organizations that meet the definitions above. All schools to be served must have an eligibility for free or reduced-price lunch of at least 40%.

Currently funded 21st CCLC Programs that are in good standing with the SCDE and 21st CCLC Office are encouraged to apply.

A single applicant is one organization that proposes to serve students in a summer enrichment program who attend a school with eligibility for free or reduced-price lunch of at least 40%. Schools must be eligible for Title I services.

A joint applicant is at least two organizations that propose to serve students in a summer enrichment program that attend a school that receives or is eligible to receive Title I funds.

D. Estimated Available Funds

The U.S. Department of Education (USED) has provided approximately \$1.3 million to the SCDE for subgrants in this funding cycle.

E. Estimated Range and Size of Awards

The SCDE anticipates awarding approximately 20 Summer Enrichment subgrants in this funding cycle. The maximum award will be \$130,000, and funding will depend on the scope of services, quality of the program, and the number of students served. An applicant may request an amount less than the maximum allowed, but, by federal law, the minimum amount that may be awarded to a subgrantee in any summer program is \$50,000.

F. Funding Restrictions

The primary applicant which is the organization that assumes the legal and fiduciary responsibility of the grant must serve as the fiscal agent.

In calculating budgets, applicants are encouraged to use a cost-per-student allocation of \$2,000, depending on the scope of services, for the Summer Enrichment Program.

The subgrantee may obligate funds upon receipt of the grant award notice. However, no funds will be disbursed until after May 1. All funds must be expended by July 31, 2009, or returned to the SCDE. Subgrantees are not permitted to pick up their disbursements at SCDE offices.

G. Grant Funding Period

The grant period will begin May 1, 2009, through July 31, 2009.

H. Statutory and Program Requirements

- Applicants are reminded of their obligation under Section 504 of the Rehabilitation Act to ensure that their proposed community learning center program is accessible to persons with disabilities and under Title VI of the Civil Rights Act of 1964 to ensure non-discrimination against students based on race, color, sex, and national origin. This obligation can be met through the GEPA Statement.
- Adult family members of students participating in a community learning center may participate in educational services or activities appropriate for adults. In particular, local programs may offer services to support parental involvement and family literacy. Services may be provided to families of students to advance the students' academic achievement. However, programs are open only to adults who are family members of participating children.

- Services and benefits provided to private school students must be secular, neutral, and non-ideological.
- Subgrantees must implement programs that meet the U.S. Department of Education's Principles of Effectiveness to identify and implement programs and activities that are based on rigorous scientific research. To meet the Principles of Effectiveness, a program or activity must be based upon
 - an assessment of objective data regarding the need for before- and after-school programs and activities (including summer school programs) in such schools and communities;
 - an established set of performance measures aimed at ensuring the availability of quality opportunities for academic enrichment; and
 - scientifically based research, if appropriate, that provides evidence that the program will help students meet state and local standards.

Federal guidance requires the state to require applicants to include in their grant proposals descriptions of assurances that

- The program will take place in a safe and easily accessible facility.
- The program will primarily target students who attend Title I eligible schools and the families of those students.
- Funds under the program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of these federal funds, be made available for authorized programs and activities and will not supplant federal, state, local, or non-federal funds.
- After the submission, the applicant will provide for public availability and review of the application and any waiver request.

I. State-level Program Requirements

The USDE gives each state education agency (SEA) the authority to include state-level requirements as long as they do not conflict with the statute. The SCDE requires each approved program to adhere to each of the following state-level requirements.

- All South Carolina 21st CCLC 2009 Summer Enrichment Programs must address each of the following three focus areas in their objectives:
 1. Academic Achievement
 2. Enrichment Activities
 3. Family Literacy/Services/Education
- Programs must operate
 - at least seven hours per day,
 - at least five days per week, Monday–Friday (field studies and explorations can be taken on Saturday or Sunday), and
 - at least a six-weeks program (beginning June 1 through July 31, 2009); weeks do not have to be consecutive; for example, some programs may not provide services the week of July 4.
- Funded programs must start no later than June 8, 2009.
- The program, including staff, must be in place before the program begins.

- Summer programs must serve a hearty, nutritional breakfast, lunch, and late afternoon snack.
- The primary applicant must serve as the fiscal agent and have an automated accounting system in place.
- Subgrantees that receive funding amounts based on a particular number of hours of operation, specific days of the week, and number of students served per week will be defunded if any of these critical factors change.
- Each subgrantee must comply with reporting and evaluation procedures required and provided by the SCDE. The SCDE will provide awardees the instructions, deadlines, and training for completing and submitting all required reports, and awardees must agree to attend all trainings.

J. Authorized Activities

Funds must be used to raise student achievement through activities that take place during the summer. Subgrant funds must be used to provide any of the following authorized activities:

- Technology enriching programs/activities
- Interactive, engaging, project-based learning concepts to enhance academic achievement
- Mathematics and science education activities
- Arts and music education activities
- Entrepreneurial education programs
- Mentoring programs
- Programs that provide summer activities for limited English proficient students that emphasize language skills and academic achievement
- Varied recreational activities especially those that are not mainstream in schools
- Nutrition, wellness, and health activities
- Telecommunications and education programs
- Programs that promote parental involvement and family literacy for adults who are family members of participating children
- Dropout prevention programs and transition programs (summer bridge programs)
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement
- Drug and violence-prevention programs, counseling programs, and character education programs
- Service learning opportunities, job shadowing, and career exploration.

Subgrantees may provide services at the public school or any other SCDE-approved location that is at least as available and accessible as the school. Each program should have only **one primary site** to serve the students.

K. Unauthorized Activities

Funds must **not** be used to

- support activities that do not address one of the mandated objectives,
- cover costs associated with non-educational field trips (such as amusement or fun parks),
- provide or support religious activities, or
- purchase a vehicle to transport students.

L. Supplement, Not Supplant

All funds awarded must be used to supplement, not supplant, federal, state, local, and other non-federal funds. In other words, applicants **may not** use 21st CCLC funds to replace funds that would have been available to conduct activities if 21st CCLC funds had not been available. Subgrantees must maintain documentation clearly demonstrating the supplementary nature of these funds.

M. Mandatory Technical Assistance Trainings

The Office of Community and Parent Services will offer a technical assistance workshop/best practice training on March 17, 2009, from 9:00 a.m. to 12:00 p.m. Individuals must register online at <http://www.ed.sc.gov/agency/Innovation-and-Support/Community-and-Parent-Services/21st-Century-Community-Learning-Program/Index.html>. Questions about the training should be directed to Alisa Lindsay Jones at 803-734-8369 or alindsay@ed.sc.gov.

City	Date	Location of Session
Columbia	March 17, 2009	Bill Rogers Community Connections Center S. C. Department of Juvenile Justice 4900 Broad River Road, Bldg. 3019 Columbia, South Carolina 29212

N. Internet Resources Available for Planning Purposes

The following Web sites are beneficial in finding data and information on South Carolina students and schools.

- National Center for Summer Learning
<http://www.summerlearning.org/index.php>
- Northwest Regional Educational Library <http://www.nwrel.org/index.phphttp>

O. Required Reporting

Each subgrantee must comply with reporting and evaluation procedures required and provided by the SCDE. The SCDE will provide awardees the instructions, deadlines, and training for completing and submitting all required reports.

P. Matching Funds

Matching funds are not required to apply for a 21st CCLC 2009 Summer Enrichment Program.

Q. Monitoring and Technical Assistance

The SCDE is responsible for onsite monitoring and providing technical assistance support to the 21st CCLC 2009 Summer Enrichment Programs. Such assistance will include, but not be limited to

- Routine program implementation and status
- Development of instructional strategies
- Meeting and training workshop facilitation
- Routine site reviews and compliance visits
- Technical and staff development assistance
- Budget management.

R. Review and Selection Process

The SCDE 21st CCLC Program staff will review each application for completeness and adherence to the guidance and requirements provided in this RFP. Only complete, compliant applications will be forwarded to reviewers for funding consideration.

Two impartial reviewers from diverse backgrounds but without vested interest in any application being funded will evaluate each application using the scoring rubric contained in this application package. No SCDE personnel will serve as grant application reviewers.

The scores from each reviewer will be combined to derive a total score for each application. A reviewer may award up to 100 points for each application. The maximum number of points awarded by two reviewers will be 200. If the review scores for an application vary by 20 points or more, a third reviewer will assess the application, and the two closest scores will be retained.

Grant applications will be selected beginning with the highest scoring application and awarded based on the availability of funds, geographic equity, and SCDE approval. After the notification of awards, copies of the reviewers' comments and score sheets will be sent to the Primary Applicant upon request.

S. Appeals Process

Scores may not be appealed. An unfunded applicant may inquire as to whether or not the application process was followed.

An applicant who has submitted a proposal that the SCDE does not fund has five business days after receiving notification that the proposal is not funded to request a review of the process. The request for review must be directed to the State Superintendent of Education in writing and must state the reasons for the request. The State Superintendent will ask the appropriate deputy superintendent to investigate. After reviewing the process, the deputy superintendent will notify the applicant in writing as to whether the application process was followed. There will be no further appeal of the deputy superintendent's decision.

T. Timeline of Subgranting Process

Date	Activity/Action
March 10, 2009	Application released
March 17, 2009	Grant writing/technical assistance workshop
April 3, 2009	Deadline for receipt of application
May 1, 2009	Notification of Awards and Provision of Reviewers' comments and score sheets
May 1–July 31, 2009	Program operation; all funds must be drawn down no later than July 31
August 15, 2009	Deadline for final report

U. Selection Criteria

Narrative Sections	Points Available
A. Statement of Need	15
B. Project Design	45
C. Management and Resources	30
D. Weekly Schedule	10
TOTAL	100

While the budget is assigned zero (0) points, the budget remains a critical component of the entire application. No application with an incomplete budget will be considered or funded.

V. Program Office Contact Information

Questions should be directed to SCDE 21st CCLC Staff:

Jesse C. Outen
803-734-8291
jouten@ed.sc.gov

Eunice K. Sauls
803-734-8341
esauls@ed.sc.gov

Martin Rogers
803-734-8458
merogers@ed.sc.gov

W. Deadline and Submission Procedures and Requirements

1. Only complete applications that adhere to all of the directions, requirements, and guidelines presented in this RFP will be accepted, reviewed, and considered for funding. Grants that are plagiarized from the Internet, other

grants, or resources will not be considered for funding. Supplementary materials such as videotapes, CD-ROMs, files on disks, publications, press clippings, testimonial letters, etc., will be discarded prior to review and will not be returned to the applicant.

2. Applications must be received by the SCDE no later than 5:00 p.m., Friday, April 3, 2009. Postmarks have no bearing with respect to this deadline. Applications received after the deadline will be neither reviewed nor considered for funding.
3. Do not enclose the application in a notebook, binder, or folder. Do not staple the application. In the upper left corner of each application copy, clip each section together and then clip the entire application packet together. Do not use staples or a three-hole binder. Do not add additional dividers or title pages.
4. Applications will not be returned. Please keep a copy of the entire application for your records.
5. Applications that are faxed or e-mailed will not be accepted.
6. All applications must include signatures on all required forms. The original must contain the original signature (in blue ink) of the authorized representative (e.g., superintendent, principal, pastor, executive director, president) for the primary applicant and of the authorized representative for each collaborative partner. Stamped signatures will not be accepted.
7. Applications must be submitted in paper (hard) copy delivered by mail, courier, or hand.
8. The original copy (with signatures in blue ink) and two copies of the entire application (including the cover page and all forms and attachments) must be submitted.
9. To receive a confirmation of our receipt of your application, include a self-addressed, stamped postal card with your application packet.
10. Applications must be addressed to
Alisa Lindsay-Jones
21st Century Community Learning Centers Programs
South Carolina Department of Education
3710 Landmark Drive, Suite 206
Columbia, SC 29204

Applications received at other offices within the SCDE will be considered late.

PART II: Application Overview, Content, and Instructions

A complete application will contain each of the items and all of the sections and forms shown in the order below. This may also be used as a checklist to ensure that all sections of the proposal have been addressed and included in your application. All forms are included in this RFP.

A. Application Overview

- ☐ Application Cover Page
- ☐ Program Summary Form
- ☐ Table of Contents (including page number for each item)
- ☐ Proposal Narrative
 - Statement of Need
 - Project Design
 - Management and Resources
 - Weekly Schedule (not included in page limit)
- ☐ Budget
 - Budget Report Form
 - Budget Narrative Form
- ☐ Required Forms/Attachments
 - Program Specific Assurances
 - Assurances
 - Terms and Conditions
 - GEPA Statement
 - W-9 Tax Identification Number and Certification
 - Detailed Transportation Form
- ☐ Appendices:
 - Memorandums of Agreement
 - Contract(s)
 - Letters of Support (including financial commitment)

B. Application Cover Page and Program Summary Form

Complete all information on the Application Cover Page and the Program Summary Form provided in this RFP. The Application Cover Page must be the first page of an application. The Program Summary Form must be the second page of an application. These forms provide the basic program information including partnership information and site-specific information.

C. Application Narrative Format

Length of Narrative:	Maximum of 6 pages for Program Narrative (Not including required forms, budget narrative, budget summary, and appendices).
Required Font/Font Size:	Times New Roman or Arial/Size 12
Margins:	1" on all sides
Page numbers:	All pages numbered in bottom right corner. This does not include appendices.
Spacing:	Double-spaced. Text in charts may be single-spaced.

D. Application Narrative Content

1. Need for the Summer Services (Maximum of 15 points)

The Statement of Need section must detail the magnitude and scope of the need for summer enrichment services to be provided to students and their parents/guardians in the community and must use compelling objective, varied evidence to document the need.

Identify the needs of students and families that will be addressed by the proposed summer enrichment program. Include risk factors that place targeted students in jeopardy of academic failure/retention during the summer, safety concerns, lack of enrichment opportunities, and the need for more services for adult family members of participating students.

2. Project Design (Maximum of 45 points)

The Project Design must describe the goal, objectives, and services and explain how the proposed summer services will address the needs of students and the needs of working families. The proposed services must be closely aligned with the identified needs.

a. Goals(s) and Objectives

Provide a clear goal (or goals) for the proposed summer enrichment program that focuses on the expected results. In addition, provide a list of the specific, measurable objectives and expected outcomes of the program efforts. Program objectives should be specific, measurable, achievable, realistic and time-phased.

All South Carolina 21st CCLC Summer Enrichment Programs must address each of the following three focus areas in their objectives:

1. Academic Achievement
2. Enrichment Activities
3. Family Literacy.

b. Services and Activities

In the Description of Services and Activities section, the application must provide a clear, concise description of the summer program activities that will be funded by the subgrant for students and their families (including how many students and related family members will be served); a rationale for selecting these activities; and how these summer activities will improve student academic achievement, increase enrichment opportunities, and serve adult family members of participating students. Address the items in the order they are listed below:

In this section, the applicant must

- I. Describe the specific activities for students that will be undertaken to meet the program objectives, including the numbers of hours per week, days of the week, and number of weeks during the summer the site will provide services.
- II. Describe how the proposed academic and enrichment activities are based upon the component of the principles of effectiveness regarding scientifically based research and best practices.
- III. Discuss how the academic achievement strategies are designed to be innovative and engaging; if professional development trainings for staff will be provided, include topics, frequency, and facilitators.
- IV. Describe the types of snacks/meals that will be served daily and how they will be prepared.
- V. Describe the specific activities that will be provided to address the literacy and related educational needs of the participants' families.

c. Evaluation Strategies

The evaluation must detail the applicant's plan to monitor progress toward objectives using data. Describe what data will be gathered, how the data will be collected and analyzed, who [identify by position] will be responsible for each data collection (include when data will be collected), and how the results will be presented to demonstrate that each objective has been met. **NOTE:** The SCDE will be responsible for the external evaluation of all funded programs; therefore, no costs associated with an external evaluation should be included in the budget.

3. Management and Resources (Maximum of 30 points)

The Management section must explain how the summer program will be implemented efficiently and effectively and how program challenges and obstacles will be resolved. To address this requirement, applicants must

- Provide evidence that the applicant has successful experience or the capacity to succeed in providing educational and enrichment activities that will complement and enhance the academic performance, achievement, and positive development of the students and their families. Such evidence includes the applicant's capability and capacity to manage and coordinate the types of activities described in the grant proposal and to perform the required services on time and within budget. Included resumes of key staff will demonstrate pre-planning and foresight. Joint applicants should clearly define and demonstrate the collaborative efforts between the partners in a signed Memorandum of Agreement (MOA) between the primary applicant and each collaborative partner. Memorandum of Agreements should articulate role, scope of services, in-kind contributions, and funding to be provided to and by each partner.
- All contracts should clearly demonstrate how proposed services will impact identified needs and address proposed objectives. It is critical that all roles and responsibilities associated with the partnership be included in the memorandum of agreement.
- Explain criteria you will use to select summer participants and strategies to recruit these students. How will this selection process be disseminated to the community in a manner that is understandable and accessible.
- Once the application has been submitted, provide for public availability and review of the application.

To ensure that applicants are able to launch and sustain high quality services for students, applicants must adhere to the following:

- Staffing of the 21st CCLC Summer Enrichment Program should meet a participant/teacher ratio of (15:1). Following the guidelines of the attached draft of Summer Enrichment Program Budget is **strongly encouraged**.
- A program may be located in a facility other than an elementary or secondary school. However, the alternate facility must be at least as available, accessible, and safe to the participants as if the program were located in an elementary or secondary school.
- A detailed transportation plan that explains how students will travel safely to and from the summer enrichment program and home. The transportation plan must provide the following information:
 1. Who will provide transportation for this program?
 2. Who will fund the transportation? (All applicants must plan and budget for transportation.)
 3. How many buses will be used for this program and give maximum capacity of each? If buses are not being provided by a public school/district, applicants must describe the buses that will be used.
 4. How long will it take each bus to complete its route when transporting students home?
 5. How many students will ride each bus?
 6. What will be your contingency plan if fuel costs increase?

7. Please give logistical outline of transportation plan (scheduled pick-up and drop-off times, routes, etc.)
8. Please list any other pertinent transportation details (management, field trips, car riders, etc.).

4. Weekly Schedule (Maximum of 10 points)

For the six-week minimum mandatory period of operation, complete the weekly schedule of activities. You may use the template contained in this application package, or you may provide your own. If the activities will be the same and the daily schedule will be the same for each of the six weeks, please indicate so on the template. If the activities will change or the weekly schedule will change during the six-week period, please provide additional weekly schedules.

The weekly schedule may be single spaced, with a font/size no smaller than Times New Roman or Arial 11. The weekly schedule does not count toward the page limit for the proposal narrative.

E. Application Budget

Funds will be disbursed on a reimbursement basis upon the receipt of expenditure reports by the awardees. The subgrantee may obligate funds upon receipt of the grant award notice. However, no funds will be disbursed until after May 1, 2009. Subgrantees are not permitted to pick up their disbursements at SCDE offices.

An application budget will consist of two parts: the budget report form and the budget narrative. To be deemed a complete application, both parts must be included in the application. All proposed expenditures for the grant period must be included on the annual budget report form and itemized in the budget narrative.

Cost per student allocation should be estimated at \$2,000, depending on the scope of services to be provided.

If any line item cost is determined to be excessive, given the nature and scope of the entire project or of a particular activity, the SCDE could request the applicant to assume a portion of the cost or negotiate a lower cost.

Funds remaining from the 2009 21st CCLC Summer Enrichment cycle will not be carried over into the next grant cycle. Such funds will be retained by the SCDE.

1. Budget Report Form

Applicant must complete and submit the Budget Report Form included in this RFP.

The following descriptions identify the services/items that should be budgeted to each category.

- **Salaries/Stipends (100):** This category includes pay for substitutes, stipends for teachers, and salaries for staff members.
- **Employee Benefits (200):** FICA, workers' compensation, health insurance, and other worker benefits costs will be included here and will represent a percentage of the total in Salaries/Stipends (object 100).
- **Purchased Services (300):** Expenses such as consultant fees, travel/transportation costs, telephone costs, and other purchased services will be included here. This includes amounts paid for personal services rendered by personnel who are not on the payroll and for other specialized services purchased by the organization. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Applicants may not use funds to purchase or construct a building.

A. Contractual Services

Provide a signed contractual agreement, including a written outline of services to be provided by individuals or firms. The SCDE will be responsible for the external evaluation of all funded programs; therefore, no costs associated with an external evaluation should be included in the budget narrative.

B. Travel

Detail expenditures associated with transporting students and expenditures associated with business travel. Applicants should carefully assess costs associated with student transportation because often programs must rely on additional buses to ensure that students are returned home in a timely manner after the approved program hours have been met. Applicants may not use funds to purchase a vehicle to transport students.

- **Supplies and Materials (400):** Amounts paid for material items of an expendable nature. It is recommended to group in categories to avoid listing every item, but make sure that such expenditures are aligned with relevant program characteristics (objectives, number of participants, frequency of activity, etc.).
- **Capital Outlay/Equipment (500):** Identify type and specify quantity. Applicants may use federal threshold for equipment of \$5,000 per unit. Items less than \$5,000 per unit may be listed under supplies and materials.

- **Other (600):** Expenditures that do not neatly fit into the other categories above, such as postage, telephone services, and copyright fees.
- **Indirect Costs (700):** A subgrantee must have an approved indirect cost rate agreement to charge indirect costs to a grant. Applicants must use the approved restricted indirect cost rate for the fiscal agent for the grant.

2. Budget Narrative (Maximum of three pages)

Using the detailed Budget Narrative Form provided in this RFP, itemize all proposed expenditures that grant funds will support. Follow the same organization as the Budget Report Form by grouping expenditures by “object” number as they appear on the annual Budget Report Form.

Appropriate personnel and other resources should be carefully allocated for the tasks and activities described in the application. Applicants should ensure that the budget will adequately cover program expenses, including transportation. **All applicants must plan and budget for transportation.** It is important to demonstrate how existing school resources will be leveraged such as computer labs, libraries, and classrooms to carry out program activities.

F. Scoring Rubric


The reviewers will use the following criteria in their assessment of applications. The total number of points for each section appears to the right.

Grant Application Narrative	Max. Points
Statement of Need	_____/15
<p>The extent to which the application</p> <ul style="list-style-type: none"> • establishes the magnitude and scope of the need for services to be provided to students and their families. • provides compelling, varied objective evidence from multiple resources to document the need. • describes the needs assessment process and who was involved in the process. 	
Project Design	_____/45
<p>The extent to which the Project Design creates a coherent plan of services to address the needs identified in the Needs Section by providing details below. The extent to which the <u>Goals and Objectives</u></p> <ul style="list-style-type: none"> • provide a clear <u>goal (or clear goals)</u> for the program with a focus on expected results. • articulate a list of the specific, measurable <u>objectives</u> that address the needs for the services and expected outcomes of the program efforts. • represent reasonable measures of success for the proposed activities but are ambitious as well. 	

<ul style="list-style-type: none"> include objectives that are specific, measurable, achievable, realistic and time-phased. include each of the following objectives to address the following three focus areas: <ol style="list-style-type: none"> academic achievement enrichment activities family literacy. <p>The extent to which the <u>Description of Services and Activities</u></p> <ul style="list-style-type: none"> describes the specific activities for students that will be undertaken to meet each of the program objectives. provides a description of how the proposed academic and enrichment activities are based upon the component of the principles of effectiveness regarding scientifically based research and best practices. discusses how proposed activities are designed to be innovative and engaging. describes the types of snacks/meals that will be served daily and how they will be prepared. describes the specific activities that will be provided to address the literacy and related education needs of the participants' families. <p>The extent to which the <u>Evaluation Strategies</u></p> <ul style="list-style-type: none"> details the applicant's plan to monitor progress toward achieving objectives describes the types of data that will be gathered, how often data will be collected, and by whom. 	
<p style="text-align: center;">Management and Resources</p>	<p style="text-align: right;">_____/30</p>
<p>The extent to which the Management section explains how the program will be implemented efficiently and effectively</p> <ul style="list-style-type: none"> Provide evidence that the applicant has successful experience or the capacity to succeed in providing educational and enrichment activities that will complement and enhance the academic performance, achievement, and positive development of the students and their families. Such evidence includes the applicant's capability and capacity to manage and coordinate the types of activities described in the grant proposal and to perform the required services on time and within budget. Included resumes of key staff will demonstrate pre-planning and foresight. Joint applicants should clearly define and demonstrate the collaborative efforts between the partners in a signed Memorandum of Agreement (MOA) between the primary applicant and each collaborative partner. Memorandum of Agreements should articulate role, scope of services, in-kind contributions, and funding to be provided to and by each partner. <ul style="list-style-type: none"> All contracts should clearly demonstrate how proposed services will impact identified needs and address proposed objectives. It is critical that all roles and responsibilities associated with the partnership be included in the memorandum of agreement. Explain criteria you will use to select summer participants and strategies to recruit these students. How will this selection process be disseminated to the community in a manner that is understandable and accessible? Once the application has been submitted, provide for public availability and review of the application. 	


<p>To ensure that applicants are able to launch and sustain high quality services for students, applicants must adhere to the following:</p> <ul style="list-style-type: none"> • Staffing of the 21st CCLC Summer Enrichment Program that meets a participant/teacher ratio of (15:1). • A program may be located in a facility other than an elementary or secondary school. However, the alternate facility must be at least as available, accessible, and safe to the participants as if the program were located in an elementary or secondary school. • A detailed transportation plan that explains how students will travel safely to and from the summer enrichment program and home. The transportation plan must provide the following information: <ol style="list-style-type: none"> 1. Who will provide transportation for this program? 2. Who will fund the transportation? (All applicants must plan and budget for transportation.) 3. How many buses will be used for this program and give maximum capacity of each? If buses are not being provided by a public school/district, applicants must describe the buses that will be used. 4. How long will it take each bus to complete its route when transporting students home? 5. How many students will ride each bus? 6. What will be your contingency plan if fuel costs increase? 7. Please give logistical outline of transportation plan (scheduled pick-up and drop-off times, routes, etc.) 8. Please list any other pertinent transportation details. 	
<p align="center">Weekly Schedule</p>	<p align="center">_____/10</p>
<ul style="list-style-type: none"> • Attaches/includes a Weekly Schedule that <ul style="list-style-type: none"> ○ provides clear and adequate duration and frequency of instructional activities ○ indicates the chronological order of the major activities and strategies of the project ○ identifies partners responsible for key activities. 	
<p align="right">Total</p>	<p align="center">_____/100</p>
<p align="center">Budget Form and Budget Narrative</p>	
<p>This section will not be scored but must follow these guidelines: The resources must be adequate for accomplishing the stated objectives and are appropriate for the proposed activities. All costs, particularly those associated with services and equipment, must be reasonable and appropriate given the nature and scope of the project. Applicants are strongly encouraged to adhere to the attached budget guidelines when budgeting for staffing. NOTE: The SCDE will be responsible for the external evaluation of all funded programs. Therefore, no costs associated with an external evaluation should be included in the budget narrative.</p>	

Reviewer's Comments to Applicant to Improve the Application

 <p>South Carolina Department of Education Together, we can.</p>	<p style="text-align: center;">2009 21st Century Community Learning Centers Summer Subgrant Application</p>	<p>FOR SCDE USE ONLY</p> <p>Date Received: _____</p> <p>Received By: _____</p>
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Application Cover Page (Page One of Two)

Application Partnership Type			
<input type="checkbox"/>	Single Applicant (at least one organization proposing to serve students from a Title I school)		
<input type="checkbox"/>	Joint Applicant (at least two organizations proposing to serve students from a Title I school)		
Budget Information			
Amount Requested (Summer 2009 Only) \$ _____			
Program Information			
Total Number of Students to be Served (Only one site) _____			
Students to be served attend the following schools (add rows as needed):			
School	County/School District	% Free or Reduced-price Lunch	Date School Begins
Primary Applicant Information (must be the same as the fiscal agent)			
Has the applicant received 21 st CCLC funding before? <input type="checkbox"/> Yes <input type="checkbox"/> No; If yes, when? _____			
Organization Name:			
County Served:		Phone:	
		Fax:	
Mailing Address:			
Contact Person:			
Mailing Address:			
Phone:		E-mail:	
Name of Authorized Representative:		Title:	
Signature:		Date:	

 <p>South Carolina Department of Education Together, we can.</p>	<p style="text-align: center;">2009 21st Century Community Learning Centers Summer Subgrant Application</p>	<p>FOR SCDE USE ONLY</p> <p>Date Received: _____</p> <p>Received By: _____</p>
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Application Cover Page (Page Two of Two)

Partnering Applicants (Memorandum of Agreement must be attached for each partner):

Name of Organization: _____

Type of Organization: _____ Phone: _____

Address: _____

Name of Authorized Representative: _____

Title: _____

Signature: _____ Date: _____

Name of Organization: _____

Type of Organization: _____ Phone: _____

Address: _____

Name of Authorized Representative: _____

Title: _____

Signature: _____ Date: _____

Name of Organization: _____

Type of Organization: _____ Phone: _____

Address: _____

Name of Authorized Representative: _____

Title: _____

Signature: _____ Date: _____



Program Summary Form

Primary applicant's name: _____

Type of organization (check the type that best characterizes the primary applicant)

<input type="checkbox"/> School district	<input type="checkbox"/> College/university	<input type="checkbox"/> Faith-based organization
<input type="checkbox"/> Public school	<input type="checkbox"/> Day-care center	<input type="checkbox"/> Government agency
<input type="checkbox"/> Private school	<input type="checkbox"/> Community-based organization	<input type="checkbox"/> For-profit organization
<input type="checkbox"/> Other: _____		

Types of collaborative partners (check all that apply and include a MOA for each)

<input type="checkbox"/> School district	<input type="checkbox"/> College/university	<input type="checkbox"/> Faith-based organization
<input type="checkbox"/> Public school	<input type="checkbox"/> Day-care center	<input type="checkbox"/> Government agency
<input type="checkbox"/> Private school	<input type="checkbox"/> Community-based organization	<input type="checkbox"/> For-profit organization
<input type="checkbox"/> Other: _____		

Program Date Information

Program start date:		Program end date:	
---------------------	--	-------------------	--

Days of the week the program will regularly and consistently operate (check all that apply):

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Note: Programs must begin on or before June 8, 2009, and operate for a total of four or six weeks. Programs must operate a minimum of 6 hours per day, five days per week, for 6 weeks.

Total hours of operation per week M-F:	
Number of hours per day:	
Actual hours of daily operation (for example, 3-6):	
Number of weeks for Summer 2009:	

Please provide the following information for the Summer Site

Name:	Phone number:
Address:	
Site contact:	Number of students to be served at this location:
If this site not at school, distance in miles from school of participating students:	Days and hours of operation each week at this site:
Is there a summer program currently operating at this site? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, what is the funding source(s) of the current program? How many students are currently being served? How many days per week is the existing program operating?	



Budget Report Form

Applicants should ensure that the amount of funds requested is reasonable and appropriate in terms of the number of students to be served. Cost per student allocation should be calculated at a range of \$2,000.

ANNUAL BUDGET REPORT FORM

OBJECT	AMOUNT
Salaries/Stipends (100)	
Employee Benefits (200)	
Purchased Services (300)	
Supplies and Materials (400)	
Capital Outlay (500)	
Other (600)	
Total Direct Costs	
Indirect Costs (700)	
TOTAL	

Name of Authorized Representative for Fiscal Agent

Date

Signature of Authorized Representative for Fiscal Agent

Date

Note: All funds not expended by July 31, 2009, will be retained by the SCDE.



Budget Narrative Form

This chart provides a suggested template for the narrative for the summer only. Insert rows as needed to clarify information. Matching funds are not required for this grant and provide no "competitive edge."

Line Item (by Category)	Requested Funds (what 21 st CCLC funds will be used to pay for)	In-kind (what partners and applicant will provide)	Total Cost
Items listed below are for example only. Provide formulas used to calculate costs.			
<i>Salaries and Stipends (100)</i>			
Salaries: (include all personnel who will be paid directly from the project; think of drivers, tutors, etc.—show how much each person will earn per hour; include number of days, number of weeks, etc.) [insert into this space the names, positions, time commitment, and how funds requested or in-kind were calculated]			
<i>Benefits (200)</i>			
Fringe Benefits (itemize; show percentage used to calculate fringe rate and what the fringe covers)			
<i>Purchased Services (300)</i>			
Contractual Services—who will you contract with? for what purpose? how many days? rate per day?			
Travel—explain who will travel, where? how many days? how many miles? how often? rate per mile?			
<i>Supplies and Materials (400)</i>			
Itemize groups of supplies and materials; for example, office supplies (provide details such as paper, pens, and envelopes—\$20 per month x 12 months). The items below are only suggestions for grouping ONLY.			
<i>Workbooks (how many @ unit price)</i>			
<i>Enrichment Supplies</i>			
Capital Outlay/Equipment (500)			
<i>Indirect Costs (700)</i> What is the district restricted rate?			
Total			



Assurances

Assurances

As the duly authorized representative of _____,
I certify that this applicant _____ (Please print or type name of applicant.)

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the South Carolina State Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives.
The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the subgrantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher. The applicant will also comply with the Office of Management and Budget Circulars A-122 "Cost Principles for Non-Profit Organizations" or Circular A-87 "Cost Principles for state, Local, and Indian Tribal Governments" for maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records according to the type of entity.
- C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- D. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The subgrantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2007)).
- G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2007)) if the amount of this award is \$50,000 or more.

Signature of authorized official

Date

Signature of authorized financial official

Date



Program Specific Assurances

As the duly authorized representative of _____ (print or type name of applicant), I certify that this applicant will ensure that

- The 21st Century Community Learning Center will take place in a safe and easily accessible facility.
- The 21st Century Community Learning Center program will primarily target students who attend schools eligible for Title I schoolwide programs and their families.
- The 21st Century Community Learning Center funds will be used to address academic achievement, increase enrichment opportunities, and provide services to families of participating students.
- After submitting the 21st Century Community Learning Center subgrant application, the applicant will provide for public availability and review of the application and any waiver request.

Name of Authorized Representative for Primary Applicant

Date

Signature of Authorized Representative for Primary Applicant

Date



Terms and Conditions

Terms and Conditions

(Page 1 of 2)

- A. **Completeness of Proposal.** All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina State Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Termination.** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SCDE may terminate a grant by giving the subgrantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the subgrantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the subgrantee fails to perform as promised in its proposal.
- C. **Travel Costs.** Travel costs, if allowed under this solicitation, must comply with the state of South Carolina travel regulations.
- D. **Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.
- E. **Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. **Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. **Copyright.** The subgrantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. **Documentation.** The subgrantee must provide for accurate and timely recording of receipts and expenditures. The subgrantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. **Reports.** The subgrantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.
- J. **Certification Regarding Suspension and Debarment.** By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the
 1. Applicant and/or any of its principals, subgrantees, or subcontractors
 - are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency;
 - have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, state, or local) contract or subcontract; violation of Federal or



Terms and Conditions

Terms and Conditions

(Page 2 of 2)

- state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and
 - are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
- 2. Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (Federal, state, or local) entity.

K. Audits

- Entities expending \$500,000 or more in federal awards:
Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A subgrantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The Director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
- Entities expending less than \$500,000 in federal awards:
Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

- L. Records.** The subgrantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

- M. Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with potential subgrantees. The SCDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential subgrantee. The subgrantee may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case, the SCDE shall notify the potential subgrantee of the amount that can be funded, and the subgrantee and the SCDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SCDE.

- N. Amendments to Grants.** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

Signature of authorized official

Date

Signature of authorized financial official

Date



Instructions for GEPA Statement

Instructions for GEPA Statement

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient Section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be

lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.



PRIVATE SCHOOL CONSULTATION FORM

The Office of Management and Budget Circular A-133 Compliance Supplement, Cross Cutting Section, page 4-84.000-20 states: An SEA, LEA, any other educational service agency (or consortium of such agencies), or private organization receiving financial assistance under an applicable program shall provide eligible private school children and their teachers or other educational personnel with equitable services or other benefits under these programs. Before an agency or consortium makes any decision that affects the opportunity of eligible private school children, teachers, and other educational personnel to participate, the agency or consortium shall engage in timely and meaningful consultation with private school officials.

Please complete the following form related to the involvement of eligible private schools in Title IV, Part B, 21st CCLC grant activities.

- ☐ There are no private schools located within the boundaries of the school district or, in the case of a private organization, within the boundaries of the proposed attendance area of the program. If you check this box, you do not need to complete the remainder of the form.
- ☐ There are private schools located within the boundaries of the school district and these schools (listed below) were consulted (indicate methods below) prior to the development of the Title IV, Part B, 21st CCLC application.

Private school name(s) in your school district:

Method(s) of Contact—Applicant Initiated (*check all that apply*)

- ☐ Letters or facsimile documents
- ☐ Meetings
- ☐ Documented telephone calls
- ☐ E-mail
- ☐ Other (please list):

Schools Electing to Receive Services—List the schools that have elected to receive services

PRIVATE SCHOOL If no private schools have chosen to participate, please list "NONE."	ESTIMATED ENROLLMENT

Signature of Fiscal Agent

Signature of Collaborative Partner

Signature of Collaborative Partner

Date

Date


Date



Request for TIN and Certification

Request for Tax Identification Number and Certification
(To be completed by fiscal agent)

<p>Form W-9 (Rev. December 1996) Department of the Treasury Internal Revenue Service</p>	<p>Request for Taxpayer Identification Number and Certification</p>	<p>Give form to the requester. Do NOT send to the IRS.</p>
Please print or type	Name (If a joint account or you changed your name, see Specific Instructions on page 2.)	
	Business name, if different from above. (See Specific Instructions on page 2.)	
	Check appropriate box: <input type="checkbox"/> Individual/Sole proprietor <input type="checkbox"/> Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Other ▶	
	Address (number, street, and apt. or suite no.)	Requester's name and address (optional)
	City, state, and ZIP code	
<p>Part I Taxpayer Identification Number (TIN)</p> <p>Enter your TIN in the appropriate box. For individuals, this is your social security number (SSN). However, if you are a resident alien OR a sole proprietor, see the instructions on page 2. For other entities, it is your employer identification number (EIN). If you do not have a number, see How To Get a TIN on page 2. Note: If the account is in more than one name, see the chart on page 2 for guidelines on whose number to enter.</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 2px; margin: 2px;">Social security number</div> <div style="margin: 0 10px;">OR</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">Employer identification number</div> </div>		List account number(s) here (optional)
<p>Part II For Payees Exempt From Backup Withholding (See the instructions on page 2.)</p>		
<p>Part III Certification</p> <p>Under penalties of perjury, I certify that:</p> <ol style="list-style-type: none"> The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding. <p>Certification Instructions.—You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. (See the instructions on page 2.)</p>		
Sign Here	Signature ▶	Date ▶
<p>Purpose of Form.—A person who is required to file an information return with the IRS must get your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.</p> <p>Use Form W-9 to give your correct TIN to the person requesting it (the requester) and, when applicable, to:</p> <ol style="list-style-type: none"> Certify the TIN you are giving is correct (or you are waiting for a number to be issued), Certify you are not subject to backup withholding, or Claim exemption from backup withholding if you are an exempt payee. <p>Note: If a requester gives you a form other than a W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.</p> <p>What Is Backup Withholding?—Persons making certain payments to you must withhold and pay to the IRS 31% of such payments under certain conditions. This is called "backup withholding." Payments that may be subject to backup withholding</p>		
<p>include interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.</p> <p>If you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return, payments you receive will not be subject to backup withholding. Payments you receive will be subject to backup withholding if:</p> <ol style="list-style-type: none"> You do not furnish your TIN to the requester, or The IRS tells the requester that you furnished an incorrect TIN, or The IRS tells you that you are subject to backup withholding because you did not report all your interest and dividends on your tax return (for reportable interest and dividends only), or You do not certify to the requester that you are not subject to backup withholding under 3 above (for reportable interest and dividend accounts opened after 1983 only), or 		
<p>5. You do not certify your TIN when required. See the Part III instructions on page 2 for details.</p> <p>Certain payees and payments are exempt from backup withholding. See the Part II instructions and the separate Instructions for the Requester of Form W-9.</p> <p>Penalties</p> <p>Failure To Furnish TIN.—If you fail to furnish your correct TIN to a requester, you are subject to a penalty of \$50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.</p> <p>Civil Penalty for False Information With Respect to Withholding.—If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a \$500 penalty.</p> <p>Criminal Penalty for Falsifying Information.—Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.</p> <p>Misuse of TINs.—If the requester discloses or uses TINs in violation of Federal law, the requester may be subject to civil and criminal penalties.</p>		

 <p>South Carolina Department of Education Together, we can.</p>	<p>21st Century Community Learning Centers 2009–2010 Subgrant Application Staffing Budget Recommendations</p>
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Template for Weekly Schedule

Name of Primary Applicant: _____


Duplicate and complete the table for each of the six weeks if the schedule will change. Add rows as needed.

Week 1 (dates: _____)

Activity	Personnel Responsible	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		Insert times of activities (8:30-10)					Delete column if not applicable

Week 2 (dates: _____)

Activity	Personnel Responsible	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

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Staffing Budget Recommendations

This staffing budget allocation is for a program serving at least 60 children, thereby providing a 1:15 teacher student ratio. **Please note that this spreadsheet is based on a seven-hour day, five-days per week for six weeks.**

Personnel Titles	Project Salary	Hourly Rate	Daily Rate	Weekly Rate	Total Salary	Total Staff
Project Director	\$7,500	\$ 35.71	\$ 250.00	\$ 1,250	\$7,500	1
Certified Instructor (Teacher)	\$5,250	\$ 25.00	\$ 175.00	\$ 875	5,250	1
*Non-Certified Instructional Staff (NCIS)						
Recommended Four NCIS	\$3,150	\$ 15.00	\$ 105.00	\$ 525	12,600	4
**Assistant Instructional Staff (AIS)						
Recommended Two AIS	\$3,084	\$ 12.25	\$85.75	514.50	6,168	2
Total Staff Salary					\$31,518	

Funding Per Child	Number of Children to be Served	Allocated Budget per program	Staffing for program	Funding for Services	Recommended Staffing
\$2,000	65	\$ 130,000	\$ 31,518	\$ 98,482	1 Project director, 1 Certified Instructor, 4 NCIS; 2 AIS
	60	\$ 120,000	\$ 31,518	\$ 88,482	1 Project director, 1 Certified instructor, 4 NCIS; 2 AIS
	55	\$ 110,000	\$ 31,518	\$ 78,482	1 Project director, 1 Certified instructor, 4 NCIS; 2 AIS
	50	\$ 100,000	\$ 31,518	\$ 68,482	1 Project director, 1 Certified instructor, 4 NCIS; 2 AIS
	45	\$ 90,000	\$ 25,284	\$ 64,716	1 Project director, 1 Certified instructor, 3 NCIS; 1 AIS
	40	\$ 80,000	\$ 25,284	\$ 54,716	1 Project director, 1 Certified instructor, 3 NCIS; 1 AIS
	35	\$ 70,000	\$ 22,134	\$ 47,866	1 Project director, 1 Certified instructor, 2 NCIS; 1 AIS
	30	\$ 60,000	\$ 22,134	\$ 37,866	1 Project director, 1 Certified instructor, 2 NCIS
	25	\$ 50,000	\$ 15,900	\$ 34,100	1 Project director, 1 Certified instructor, 1 NCIS